



Highly Qualified Teachers: A National Imperative

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Education Commission of the States



Highly Qualified Teachers: Why?

■ Then: Workforce Skills and the Old Economy

- The premium was on a “strong back and a weak mind.”
- Workers were expected to be docile and tolerant of routine.
- There were low educational expectations for “thinking on the job.”

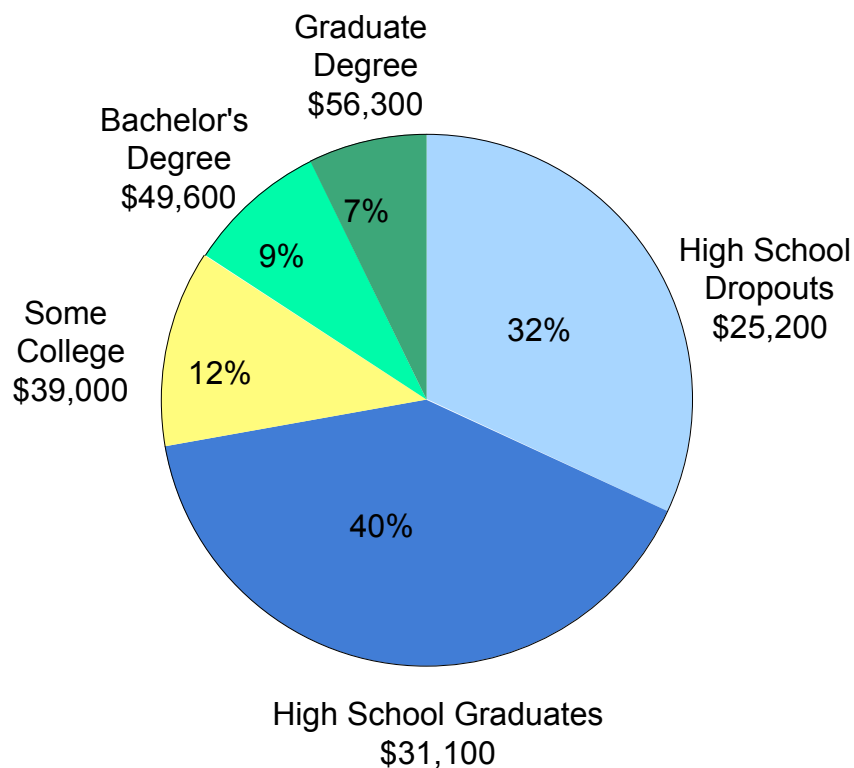


Highly Qualified Teachers: Why?

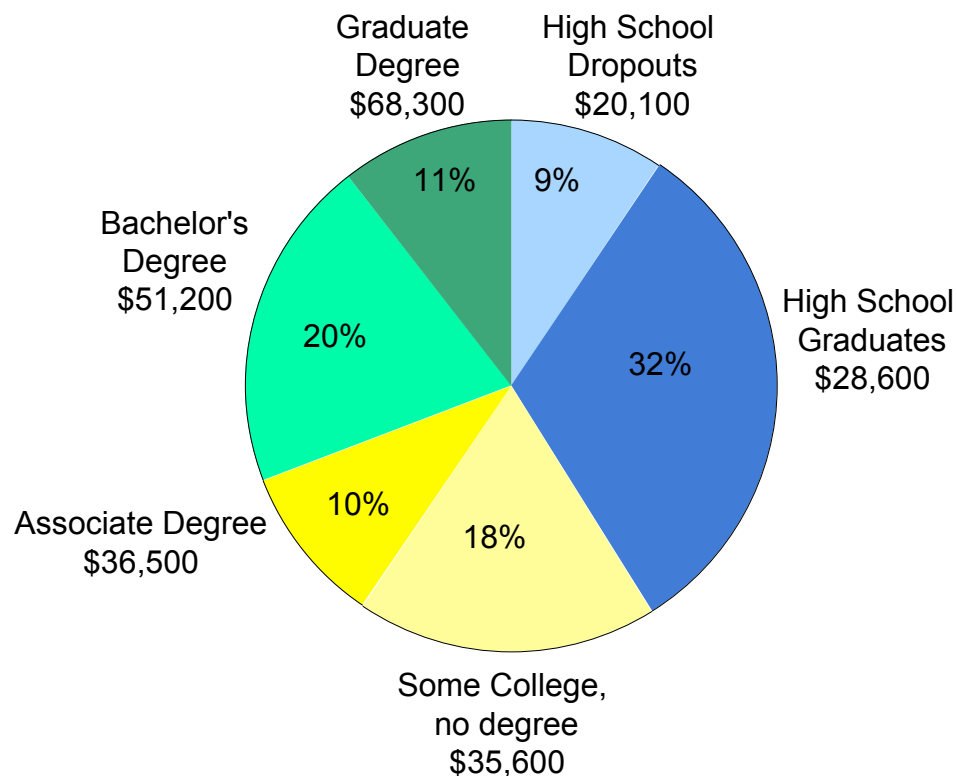
■ Now: Workforce Skills and the New Economy

- Employees are expected to think and solve problems on the job.
- Employees are expected to be able to read, write, speak, and have computational skills.
- Basic and advanced computer skills are expected.
- Employers are expected to work effectively individually and with others, often in teams.

Highly Qualified Teachers: Why?



1973

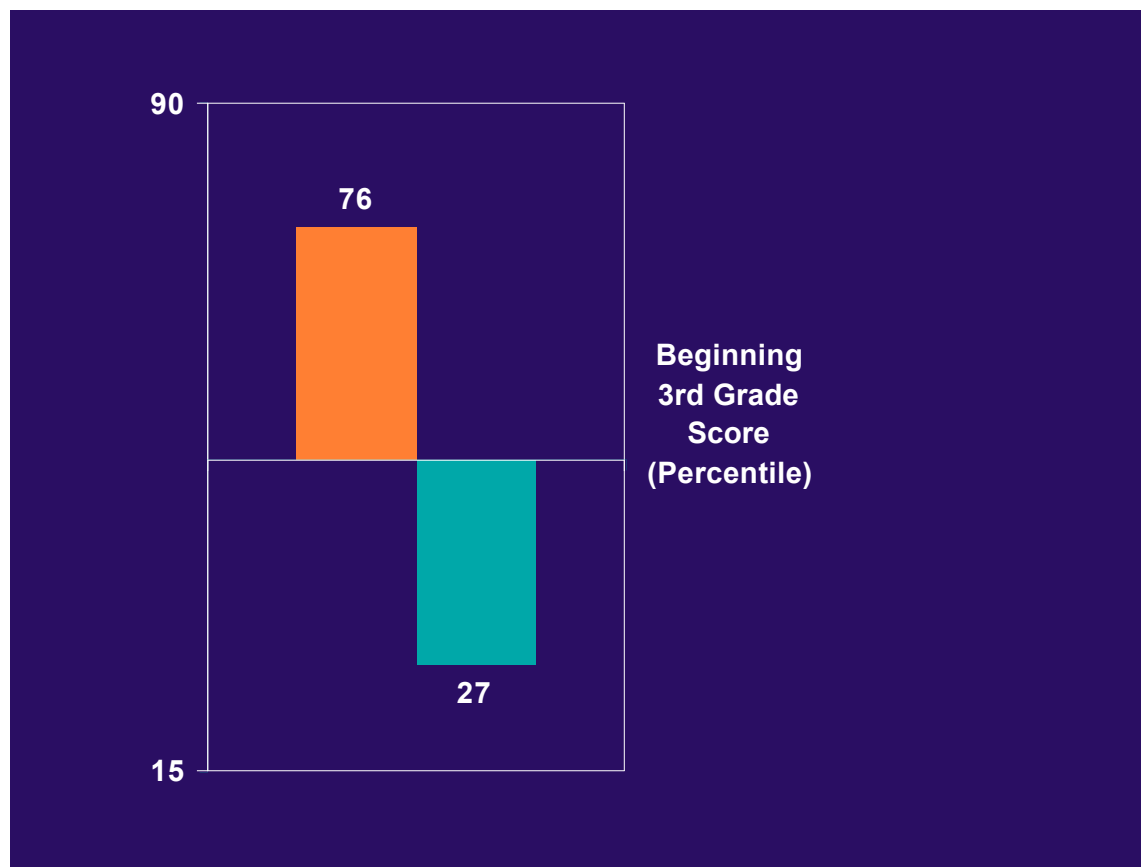


2000

Highly Qualified Teachers: Why?



Math Gain Scores in Dallas

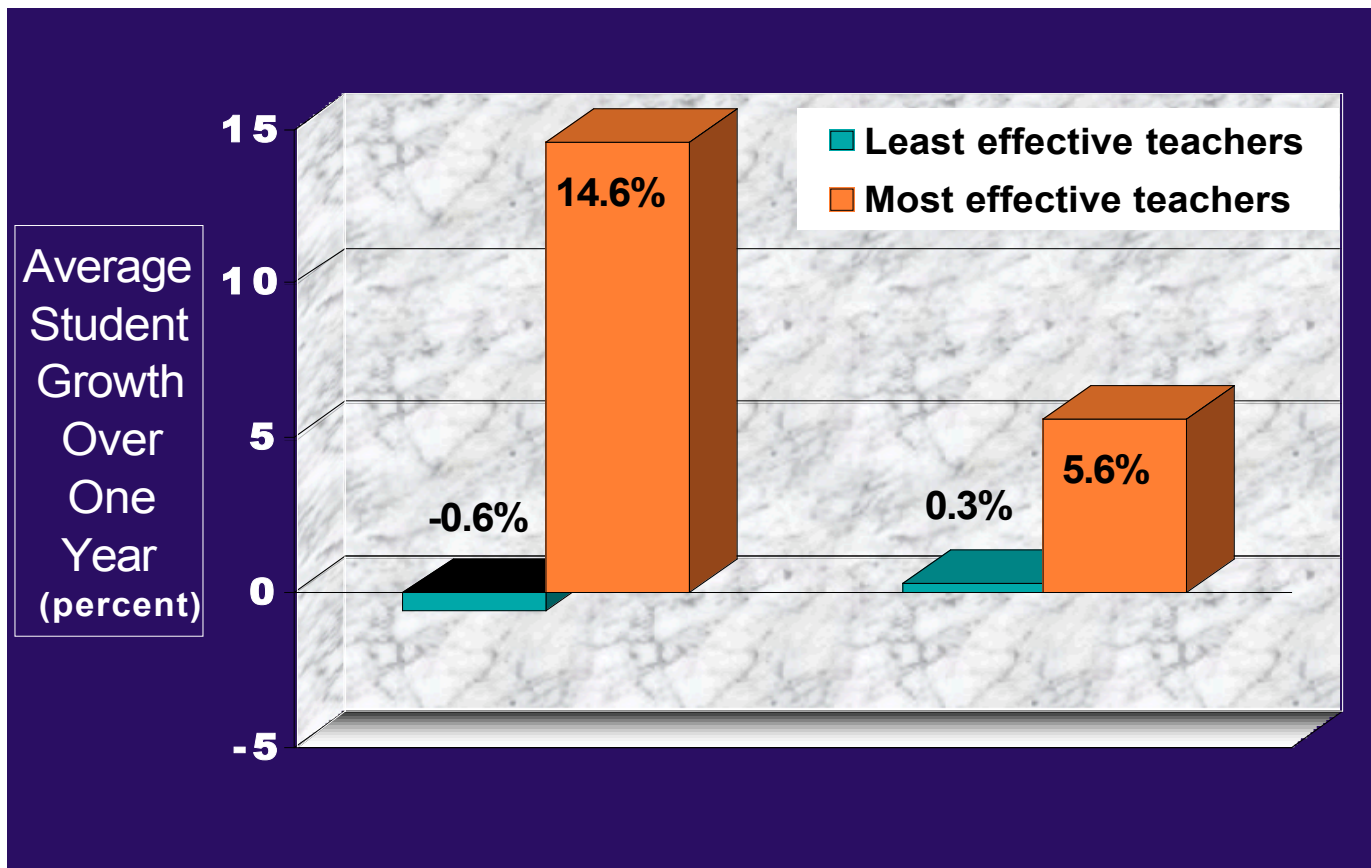


Helping State Leaders Shape Education Policy

Highly Qualified Teachers: Why?



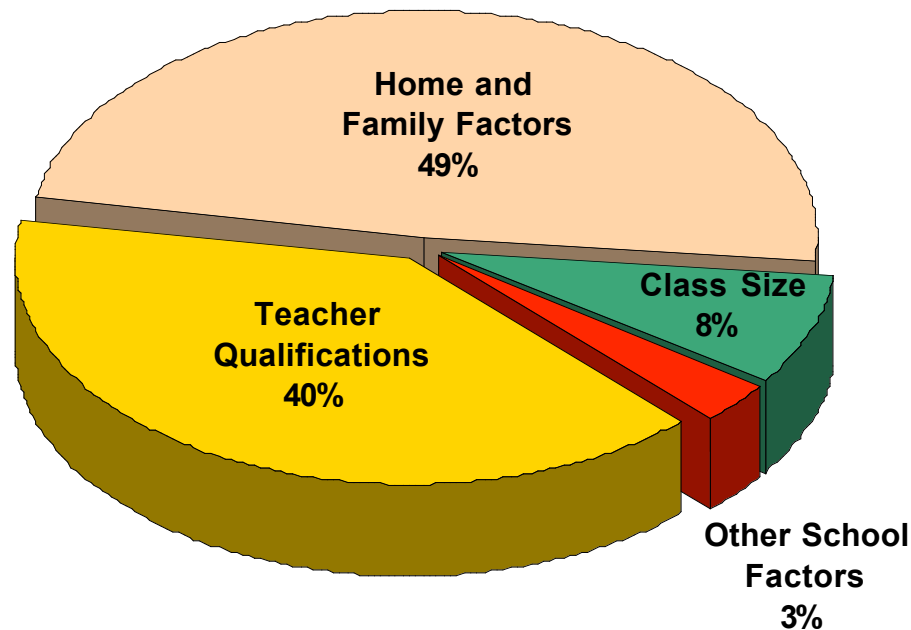
Math and Reading Gain Scores in Boston



Highly Qualified Teachers: Why?



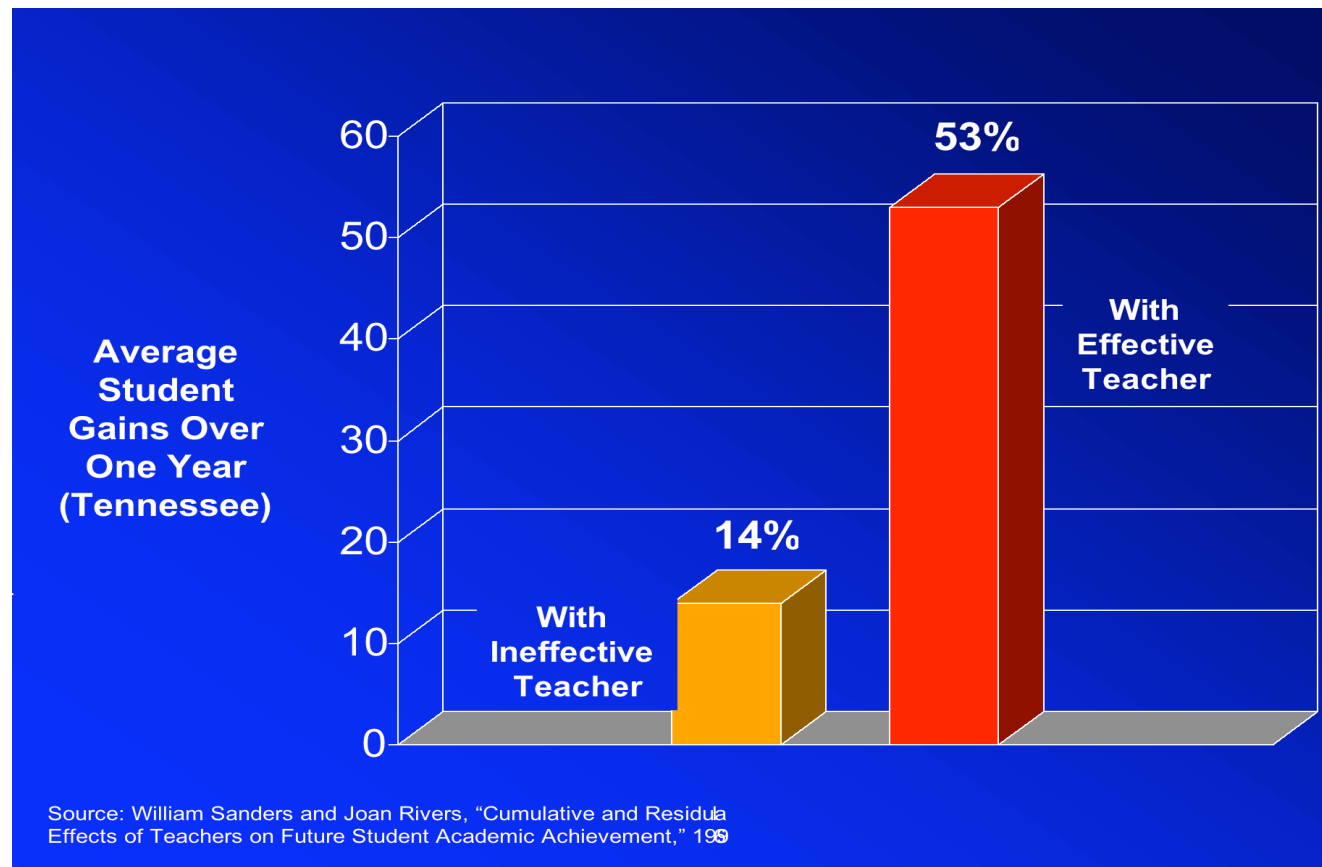
Math Gain Scores Texas, Grades 3-5



Highly Qualified Teachers: Why?



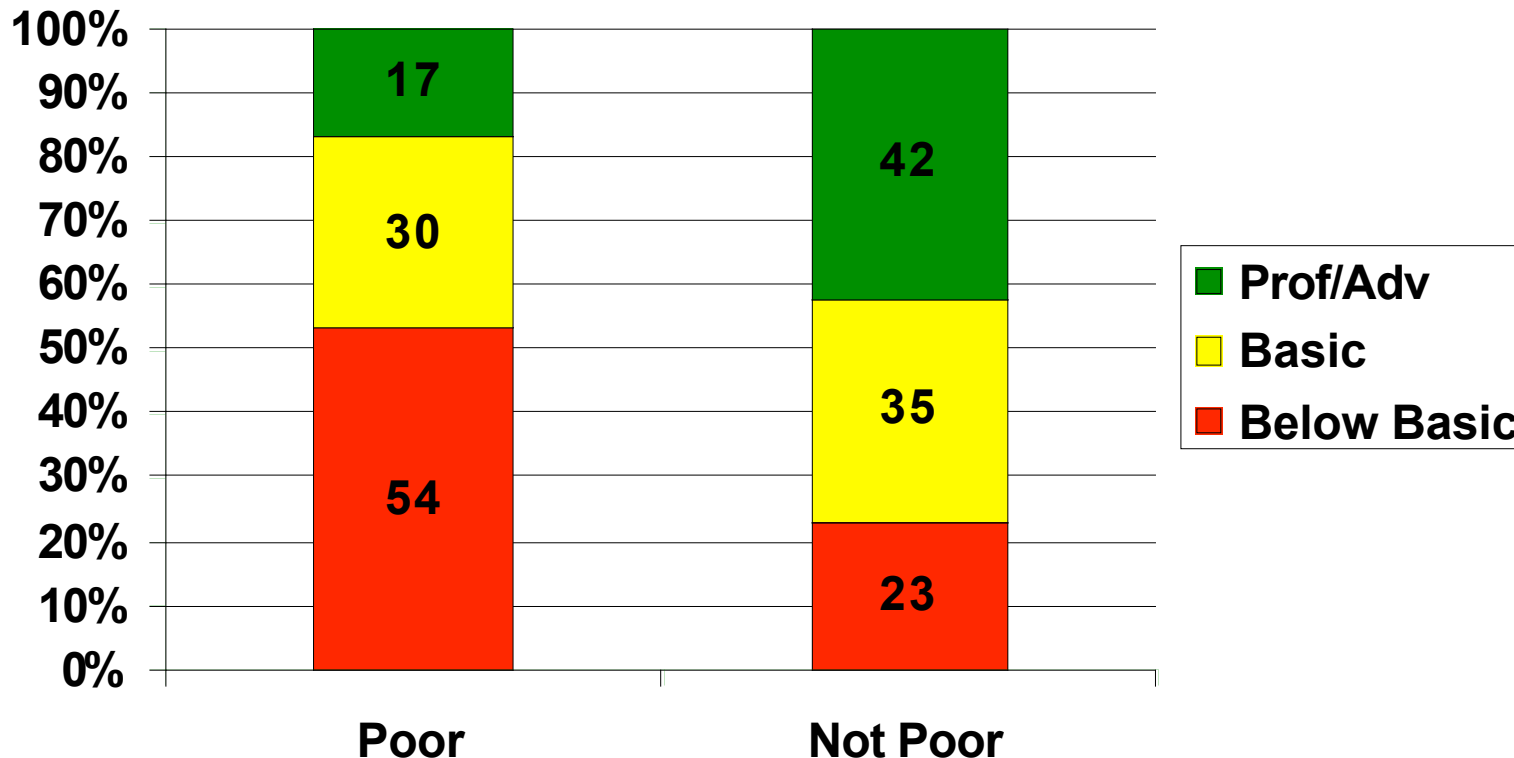
Impact of Effective vs. Ineffective Teachers on Low Performing Students



Highly Qualified Teachers: Why?



NAEP 4th Grade Reading 2002 by Family Income



Highly Qualified Teachers: Why?



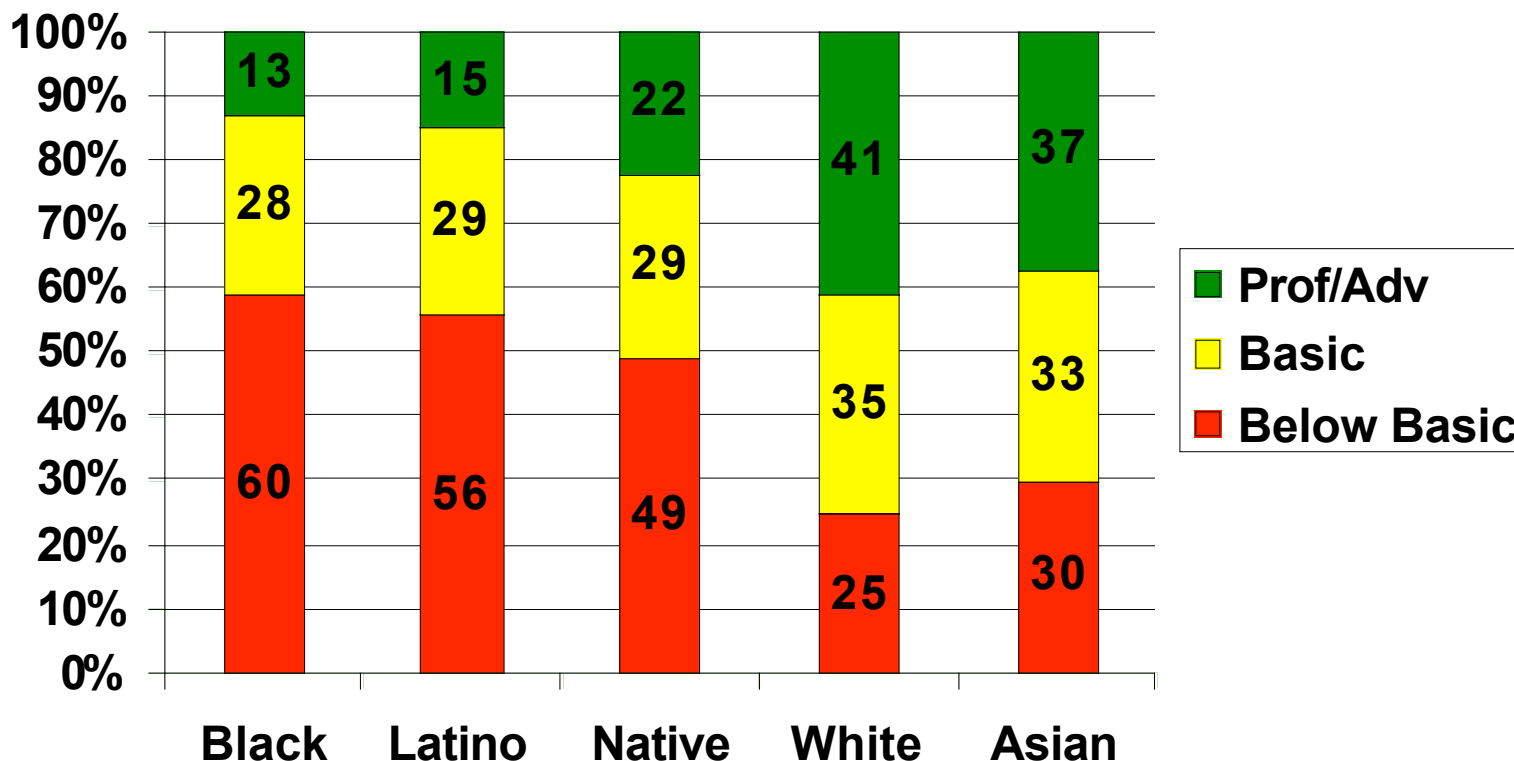
The Goal of NCLB:

“Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers.”

Highly Qualified Teachers: Why?



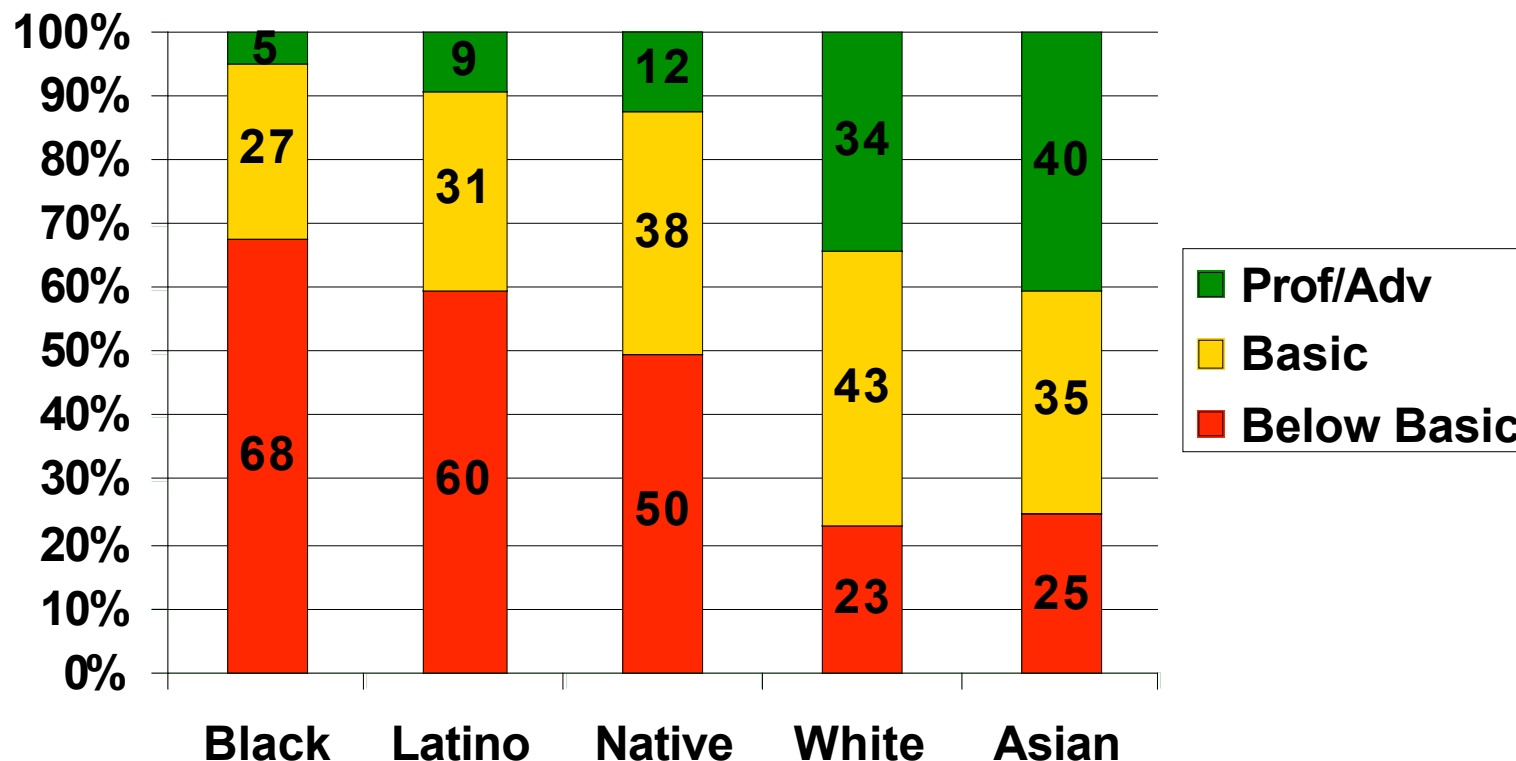
NAEP 4th Grade Reading 2002 by Race & Ethnicity



Highly Qualified Teachers: Why?



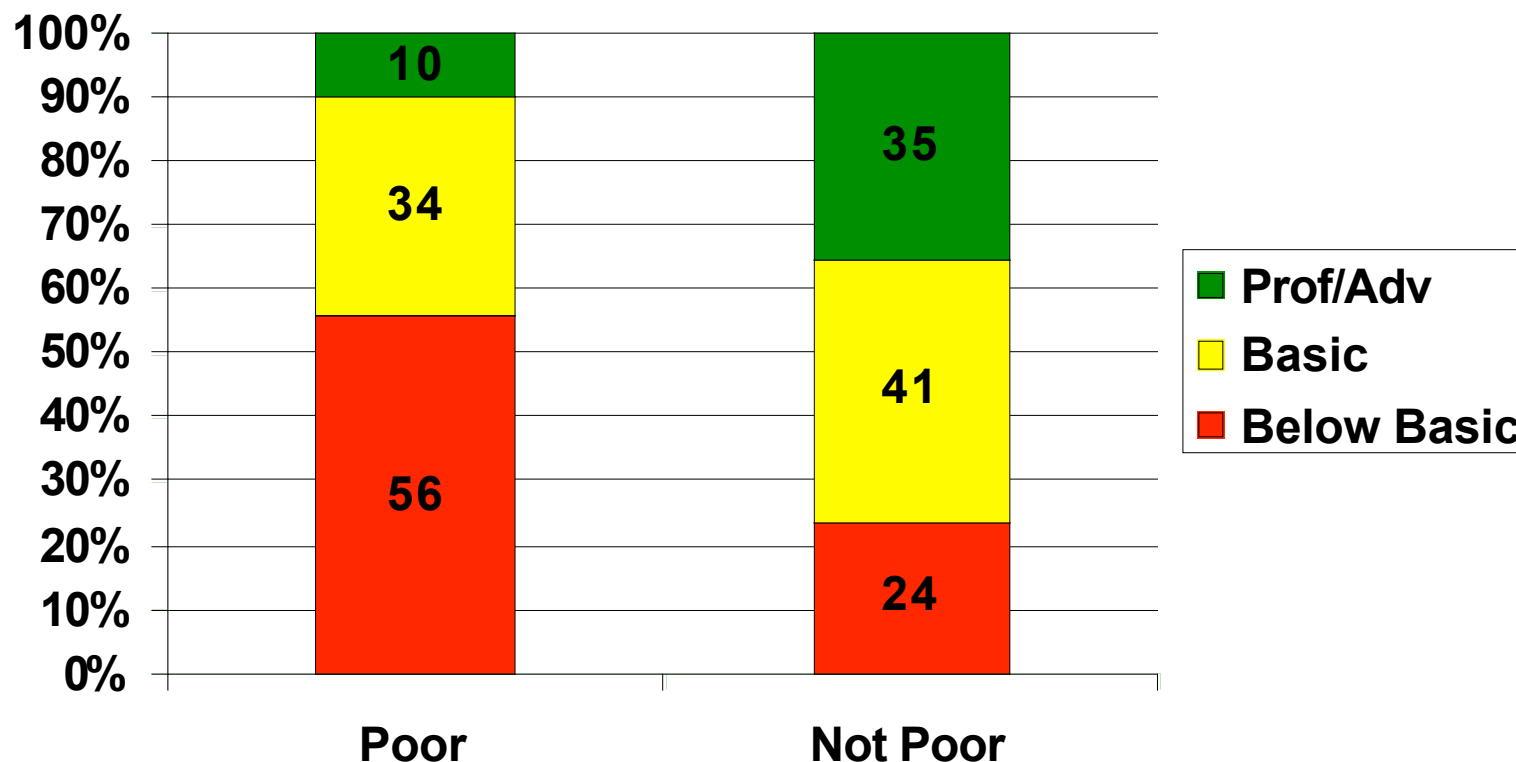
NAEP 8th Grade Math 2002 by Race & Ethnicity



Highly Qualified Teachers: Why?



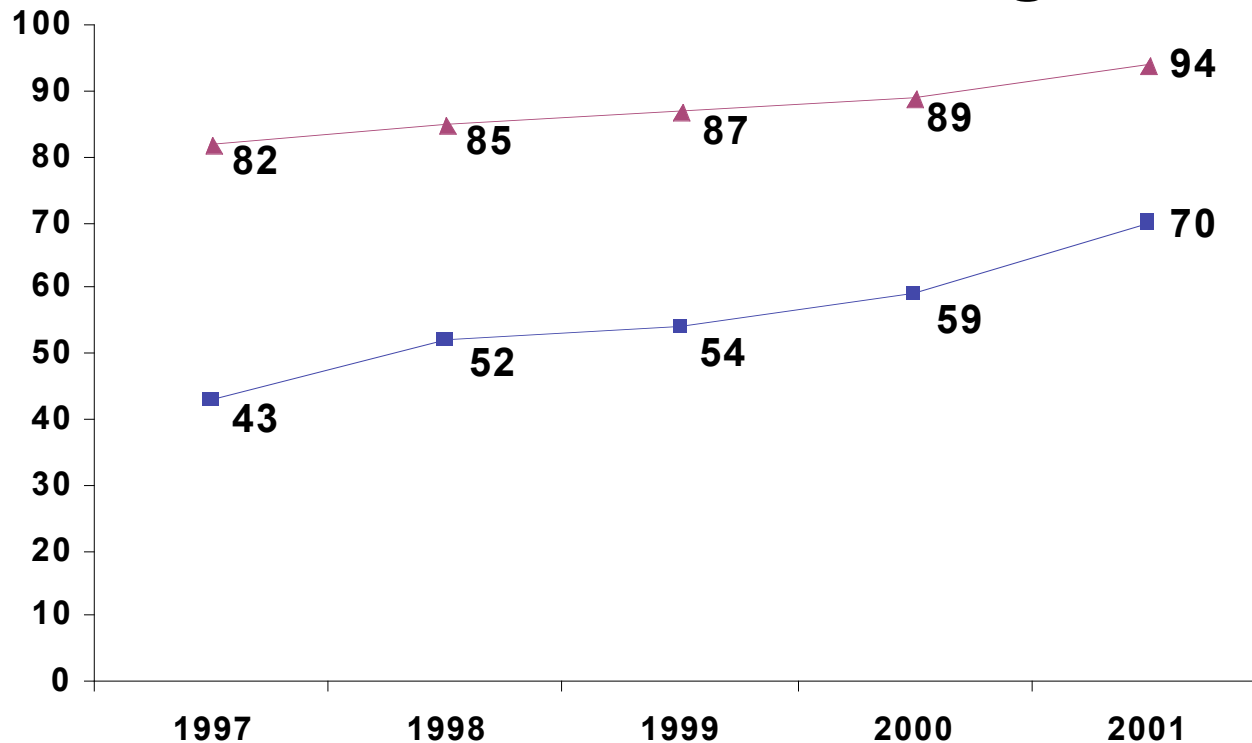
NAEP 8th Grade Math 2002 by Family Income



Highly Qualified Teachers: Why?



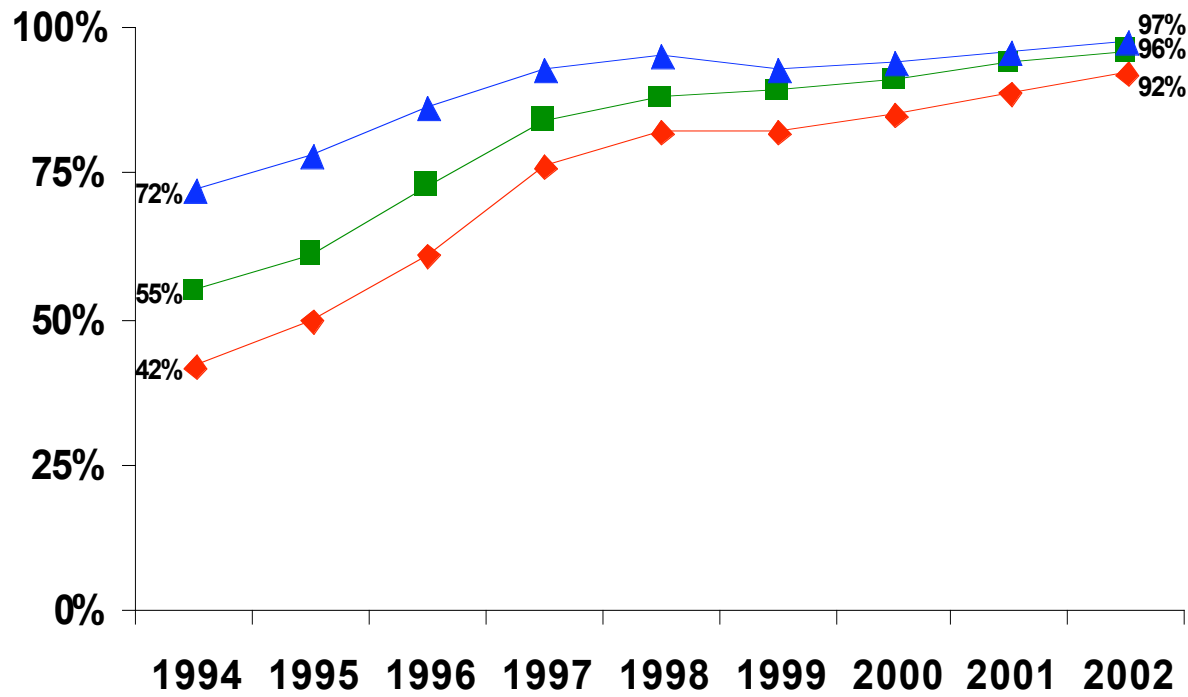
NC Grade 5: NC End-of-Grade Reading Test Charlotte - Mecklenburg



Highly Qualified Teachers: Why?



Aldine, TX Improving Achievement and Closing Gaps



Highly Qualified Teachers: Why?



Lincoln Elementary School, Mount Vernon, NY

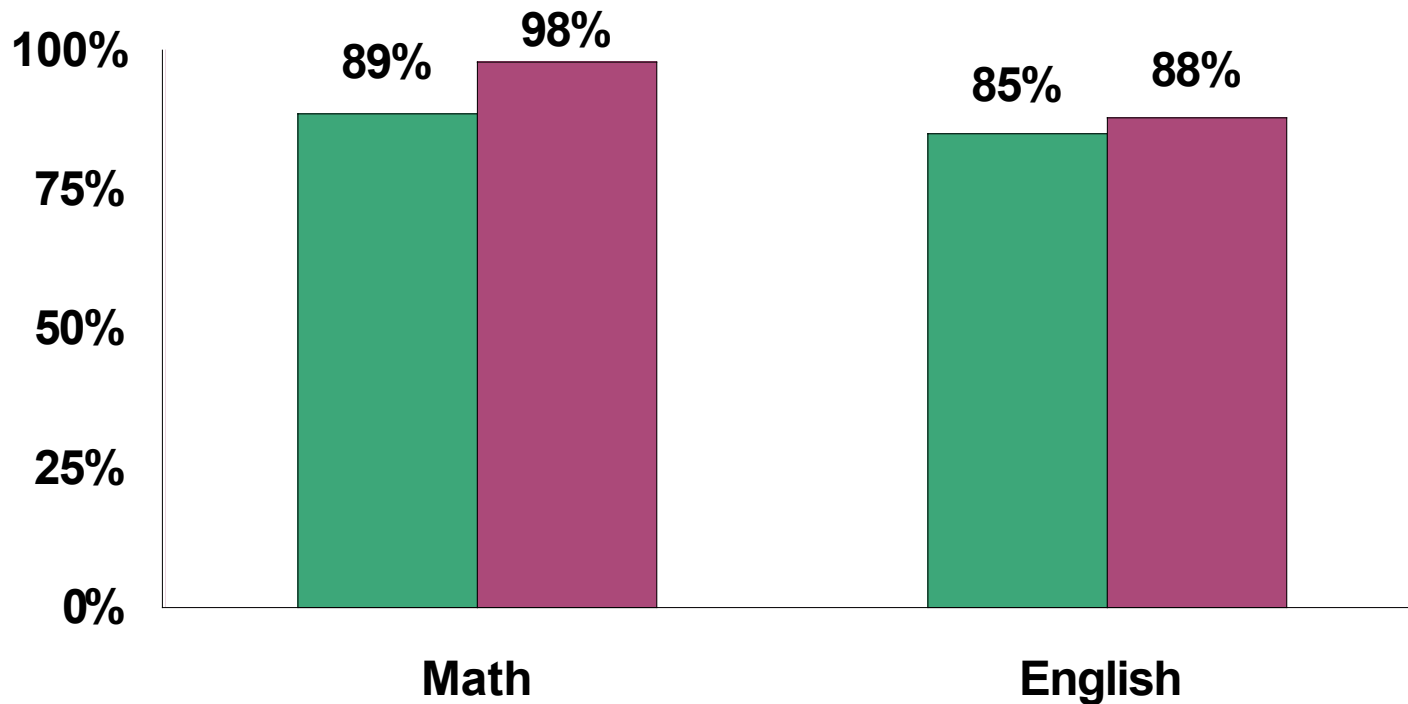
- **About 43% low-income**
- **About 63% African American and Latino**
- **Has outperformed 3/4 of other New York State elementary schools in math for two years in a row**
- **In 2001, performed as well or better than 94% of NY schools in math and 89% of NY schools in language arts**

Source: New York State Department of Education. *Analyses by Student Subgroup of School Performance in English Language Arts and Mathematics for Lincoln School in Mount Vernon City School District.* March 7, 2002

Highly Qualified Teachers: Why?



Lincoln Elementary School, Mount Vernon, NY



Highly Qualified Teachers: NCTAF



- **Have thorough knowledge of their subjects**
- **Know how students learn**
- **Can assess and increase student learning**
- **Manage classrooms effectively**
- **Care about the academics, social, civic, and personal success of all students.**

Highly Qualified Teachers: NCTAF



- **Uses technology and other tools effectively to promote learning**
- **Collaborate with colleagues, parents, & community members to create positive learning environments**
- **Are active and reflective learners**

Highly Qualified Teachers: NCLB

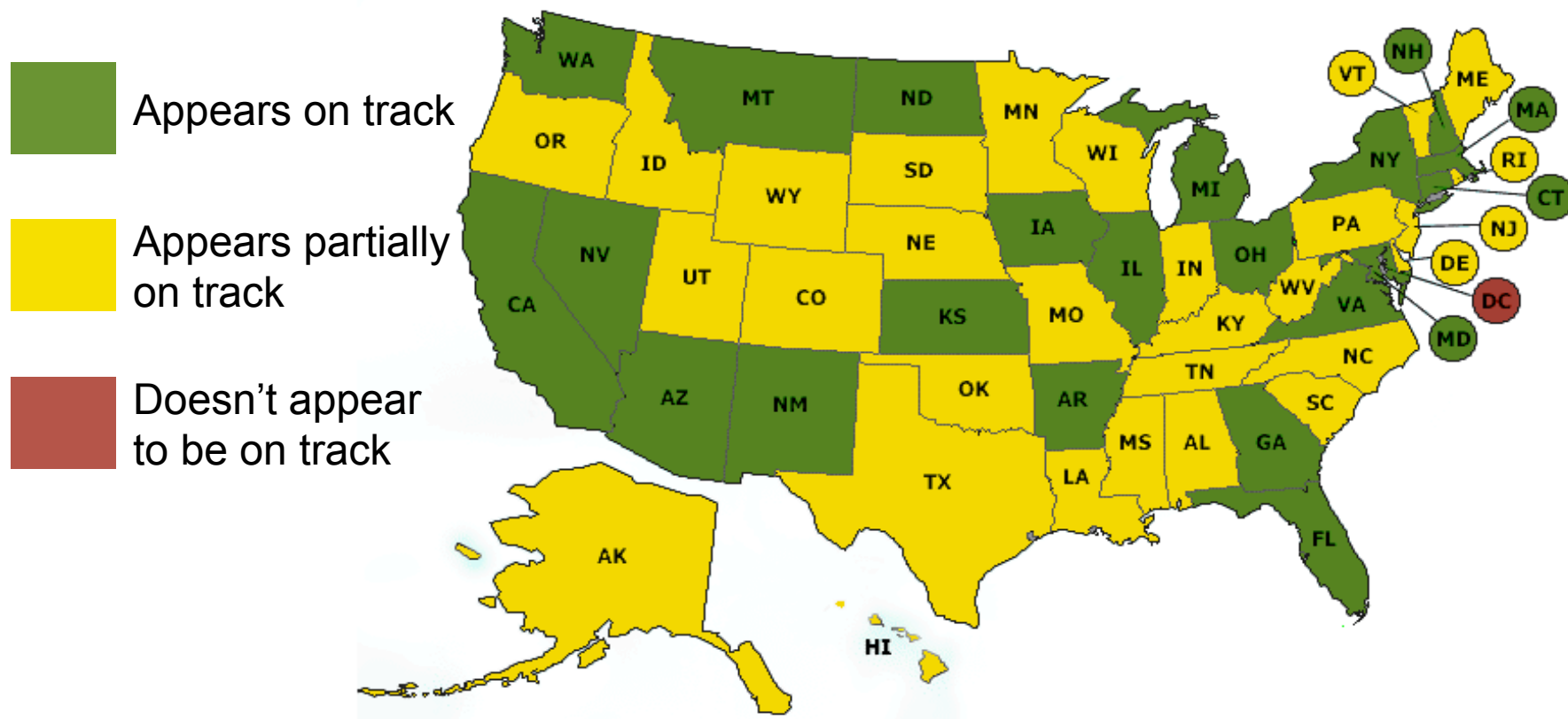


- **Has full state certification**
- **Holds a minimum of a bachelor's degree**
- **Has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches – if the subject is a core academic subject**

Highly Qualified Teachers: NCLB



Progress on “Highly Qualified” Definition





Subject Matter Competence Requirements

Elementary

For new teachers

- State test: Covering teaching skills and elementary curriculum

Or if currently teaching

- High Objective Uniform State Standard of Evaluation (HOUSSE)

Middle/Secondary

For new teachers

- Subject knowledge test
- Academic major or coursework equivalency graduate degree

■ Advanced certification

Or currently teaching

- High Objective Uniform State Standard of Evaluation (HOUSSE)

Highly Qualified Teachers: NCLB



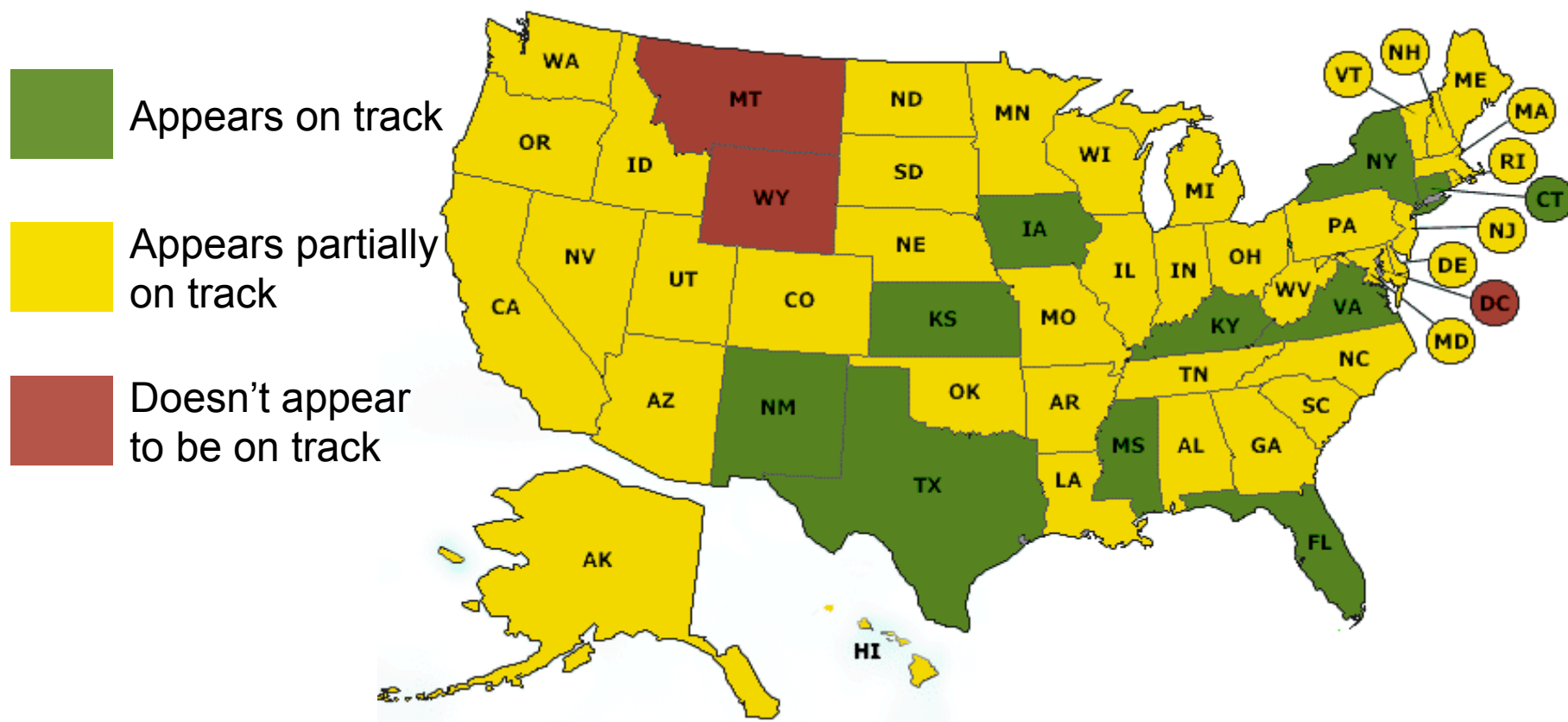
What is a HOUSSE

- i. Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
- ii. Is aligned with challenging state academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
- iii. Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
- iv. Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
- v. Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
- vi. Is made available to the public upon request; and
- vii. May involve multiple, objective measures of teacher competency.

Highly Qualified Teachers: NCLB



Progress on Subject Matter Competence



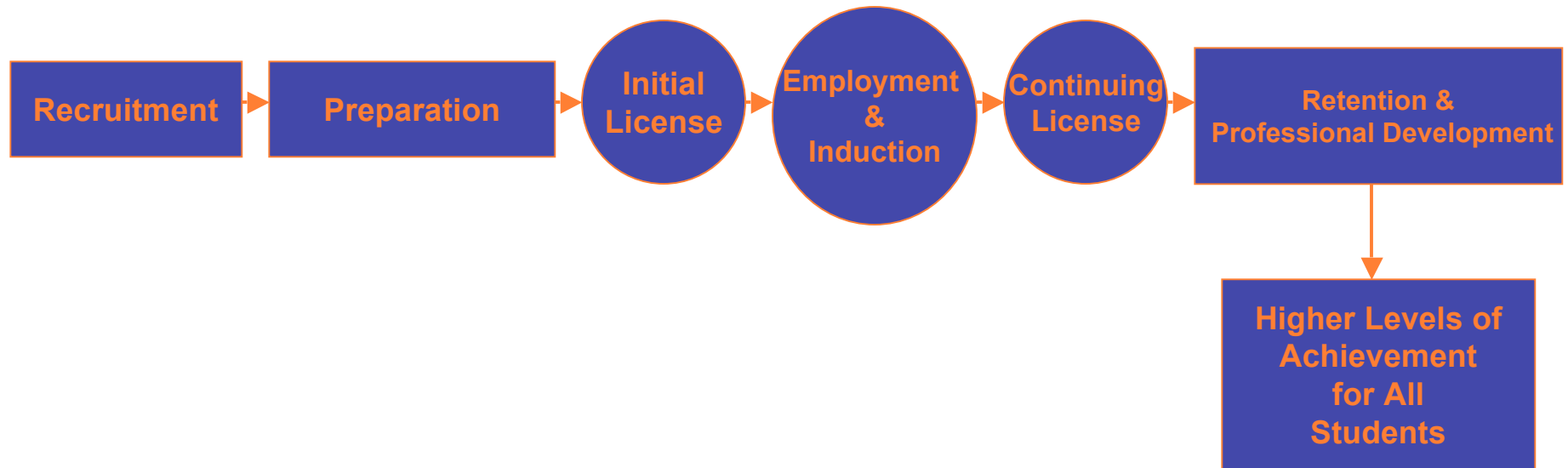


Highly Qualified Teachers: HOW?

Focus on Programs and Accountability

- Recruitment
- Preparation
- Initial Licensure
- Employment & Induction
- Continuing Licensure
- Retention
- Professional Development

Highly Qualified Teachers: HOW?



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